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FORM AND STANDARDS FOR THESIS WRITING

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Preface

The student usually needs detailed and explicit instructions concerning the form and organization of the content of his thesis. To provide the necessary directions often requires an endless amount of time and energy on the part of the thesis sponsor, and the directions must be repeated for each student. Through the use of a specially prepared set of accepted rules and usages, the student can get the desired instructions without requiring so much of the sponsor's time.

This manual, which is a revision of one published in 1936 and entitled *Standards for Thesis Writing*, has been written for this purpose. In its preparation the authors have attempted to limit its content to the minimum and still make it sufficiently inclusive to meet the needs of all graduate students writing theses.

The materials of this manual are the result of years of experience in supervising the preparation of graduate theses. The authors do not mean to imply that the suggestions and directions appearing herein are wholly their own. Rules for the preparation of theses are well standardized, and are the product of an orderly evolution of practices. The exact pattern of the present compilation is, however, original with the authors.

The authors acknowledge their indebtedness to printed sources too numerous to be listed here. They wish to express their appreciation particularly to the following for critically reading the manuscript: Professor T. K. Wilson, Professor Alan Swallow, and Professor John J. Dynes, Western State College of Colorado; Professor Robert A. Davis, Professor Harl R. Douglass, and Dr. Hazel Taylor, University of Colorado; Professor J. Frederick Weltzin, University of Denver; Professor A. G. Capps, University of Missouri; Professor Walter D. Ferguson, Temple University; Professor O. L. Troxel, Colorado State College of Education; and Mrs. Ethel Harris Kirby, Secretary to the Dean of Teachers College, Temple University.

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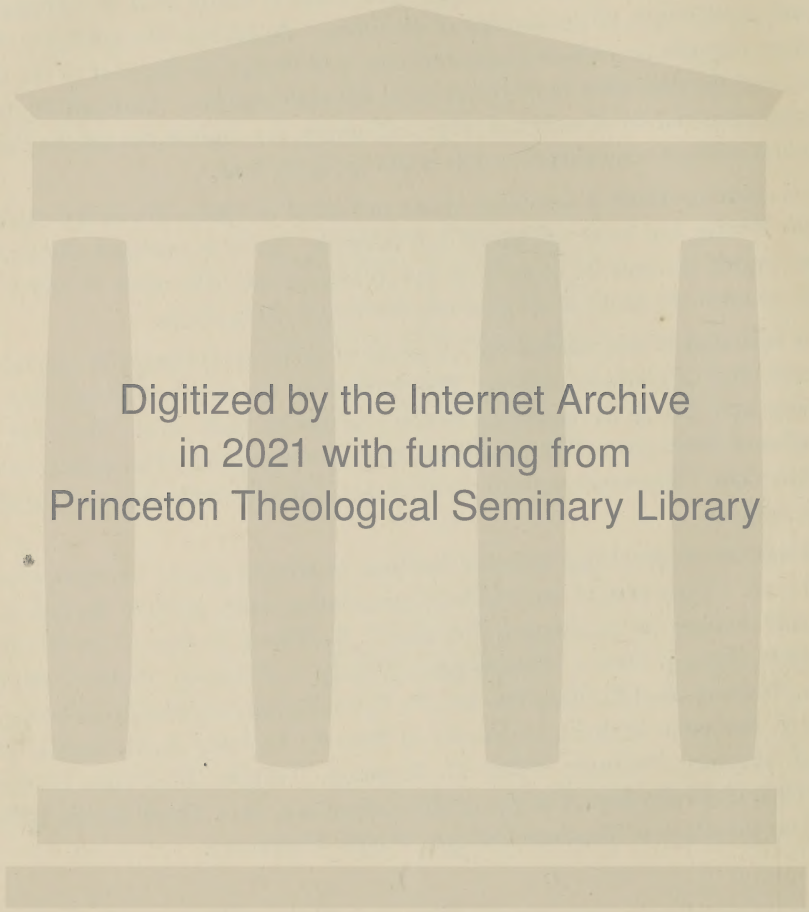
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CHAPTER I

Introduction

This manual has been prepared for the graduate student who is required or who has chosen to prepare a thesis as partial fulfilment of the requirements for the degree. Its specific purposes are: (1) to present matters concerning the general policy of graduate schools or departments of graduate study relative to the preparation of theses or dissertations; (2) to formulate definite standards for their form and organization; and (3) to provide uniformity, in so far as standardization is desirable in the form of theses. No attention is given to methods of research except as they relate to the problem of reporting the research study in written form—that is to say, in the graduate thesis.

This manual should also be helpful to individuals preparing manuscripts for publication. The rules for form and organization of theses given in the manual are, with few exceptions, the same as those used in writing manuscripts for publication. The rules for such exceptions are likewise given.

Thesis Defined: The graduate thesis is now regarded as an organized written report of the processes and results of a research study undertaken and completed by the student. The terms "thesis" and "dissertation" are used interchangeably, although the term "thesis" is more frequently applied to the master's report and "dissertation" to the doctor's. The term "thesis" will be used throughout this manual to refer to both thesis and dissertation.

Thesis Requirement: In many institutions the preparation of a thesis is a requirement for the degrees of Master of Education, Master of Arts, Master of Science, and Doctor of Education. A thesis or some form of report is always required for the degree of Doctor of Philosophy. The requirement for the master's degree is intended primarily to provide experience for the student in the application of the methods of research under the supervision of a faculty member. In addition to the matter of giving the student the experience, the doctor's thesis is expected to make some new contribution.

Master's Thesis: The master's thesis serves three purposes. (1) It provides experience for the student in the application of the methods of research. (2) It aids the faculty and the student in arriving at a judgment of the qualifications of the student to work toward the doctorate. (3) It helps the student to develop appreciation of research studies and ability to evaluate them. The thesis should also make some contribution to the field in which it is written.

Generally the only requirements for the selection of a problem for research for the master's degree are the student's interest in the problem and his ability to use the methods and tools of research appropriate to it. The student may find it advantageous in the selection of the problem for the master's thesis to choose one that could later be expanded for Doctor of Philosophy.

Doctor of Education Report: The concluding written product for Doctor of Education is usually called a report or document, except in those institutions which require a dissertation for this degree. In most institutions, however, a dissertation may be substituted for the report. This report is intended to present a practical contribution to education. It may deal with any concrete educational problem and may consist of a textbook, a test, the development and installation of a new course of study or curriculum, a survey, or the like.

Doctor of Philosophy Dissertation: The main distinction between the master's and doctor's thesis is that the latter is expected to represent a new contribution to knowledge or the development and application of a new technique. The doctor's thesis represents a more intensive treatment on a higher level of procedure in collecting and analyzing data than is required in the master's thesis. It also reflects a higher degree of productive scholarship and ability to do independent research.

Conflict of Authority: Authorities are not in complete agreement concerning the form and organization of the content of a thesis. Colleges within a university and departments within a college often specify a particular form for theses produced within their divisions. The student should become familiar with such institutional requirements. Whenever the institution fails to prescribe the form and wherever there is disagreement among authorities, the student should follow explicitly the directions given in this manual. The student should also be consistent in the form used.

Sample Pages and Illustrations: For illustration of practices a number of sample pages and examples of materials are given in this manual. Some are placed in the body, whereas others are located in the appendix. These serve as examples of good form and style for the student and the person who types the manuscript.

Examination of Theses: All institutions offering advanced degrees have some good theses in their libraries. The student should examine some of these for form and organization before beginning the preparation of his own thesis. A list of such theses may be obtained from the student's thesis sponsor, members of the graduate committee, or the card catalog of the library of the institution.

Confidences: In the collection of the data for a thesis, the student often comes in contact with matters of a confidential nature—test results, letters, conversations, reports, and the like. The information must be kept confidential and used anonymously except when permission is obtained to use it otherwise.

CHAPTER II

Institutional Policy

There are certain matters of policy of the institution relating to the graduate thesis with which the student should be familiar and to which he must conform. These concern the following:

Thesis Sponsor: Every student who is contemplating the preparation of a thesis or is in the process of doing so is expected to have a sponsor. The thesis sponsor is generally the student's major professor. The latter is a member of the instructional department in which the student is doing his major work, unless it is otherwise arranged. The dean of the college usually appoints the sponsor after a conference with the student. The person to be selected as sponsor will, of course, depend upon the major interest of the student and the problem selected for the thesis. When the sponsor has once been chosen, it is presumed that the student will not change without the written approval of the proper authorities and notice to the former sponsor. A change in sponsors, otherwise made, is not recognized.

It is the responsibility of the student to keep his sponsor informed from time to time concerning his progress in the preparation of his thesis, and to obtain the approval of the sponsor for desirable changes in procedure. For this reason conferences between the two should be held with reasonable frequency.

Thesis Committee: For the master's degree larger institutions generally require only one member of the faculty to sponsor the thesis, but in smaller institutions a faculty committee is often appointed to supervise the student's program and help with the thesis. For the doctorate a committee, composed of three or five members and including the student's major professor, is appointed. Generally speaking, the student has no direct choice in the selection of the committee members. He may indirectly express his desire by tactfully suggesting to his major professor the members of the faculty he would like to have on his committee. Such an arrangement is frequently possible, since the major professor is usually authorized to recommend to the dean the committee members to be appointed by the latter. When the committee organization is used, its members approve the thesis problem and procedure. The thesis sponsor, however, assumes an immediate responsibility peculiar to his relation-

ship to the thesis project; that is, he gives the supervision needed to ensure a final form acceptable to all the committee members.

Examining Committee: For the doctor's degree the student is required to pass satisfactorily an oral examination on his thesis. In many institutions the same requirement prevails relative to the master's degree. The examination may be conducted by the thesis committee, by the thesis committee plus additional faculty members appointed specifically for this purpose, or by the members of the graduate council of the institution.

The length of the examinations varies from thirty minutes to three hours. Thirty minutes to one hour are commonly devoted to the examination on the master's thesis, and two or three hours to the examination on the doctor's thesis.

The scope of the examination depends entirely upon the institution. In many institutions the examination is limited to matters presented in the thesis and related problems, whereas in other institutions the examination may deal with any matter concerning the student's graduate program.

Selection of the Problem: The selection of the problem for investigation is the responsibility of the student. It should be directly related to his major field of specialization. The student is not officially to be regarded as having begun work on his problem until he has received the approval of his sponsor and committee, if there is a committee. The problem will not be formally approved by the sponsor, or committee, unless and until the student has presented a choice of problem and method of attack and a copy of the outline.

The Outline: Although the form of the outline will vary with the nature of the problem, it should embody the following points, which are discussed under appropriate captions in Chapter III: (*a*) title of the proposed investigation, (*b*) statement of the problem, with special emphasis upon the purpose, (*c*) delimitation of the field of investigation, (*d*) need or timeliness of the study, (*e*) review of previous research, if any, in the same field, (*f*) procedure to be followed, including sources of data and method of collecting and organizing the data, and (*g*) summary and conclusions.

As soon as possible after beginning graduate work, the student should prepare and present to his sponsor for criticism and approval an outline of his proposed study. This will prevent improper procedure and also will enable the student to complete the investigation within the time limit.

Questionnaires: When the questionnaire technique is justified in any investigation, it is expected that the student contemplating the use of such procedure should obtain the approval of his sponsor before the distribution of the questionnaires. In some institutions the approval of the administration is also required. Neither the sponsor nor the institution assumes any responsibility for questionnaires distributed without the written approval of the thesis sponsor. Questionnaires should be constructed in accord with the basic principles prescribed therefor. For information concerning standards for questionnaire construction, the student should consult recent educational literature.

Independent Work: Every thesis presented by a graduate student must be his own independent production. Often the student is required to sign a statement to the effect that the thesis or report is the result of his own work in substance, form, and expression. Two or more students are not allowed to collaborate in the production of a thesis without the approval of the sponsor and proper authorities. The candidates may, however, be permitted to select different aspects of a problem, provided they can be separately investigated and evaluated. Students are urged not to select a thesis problem for collaboration for the reason that it is too difficult to judge the value of the contribution of each collaborator.

English: Theses on file in any institution reflect the quality of work required in that institution. A thesis will not be accepted unless the English is technically correct, and unless good literary form and structure are reflected. The thesis sponsor is not required to read a thesis unless it meets these standards. The sponsor is not required, nor is he expected, to make corrections for the student.

Accuracy: The student is responsible for correctness and accuracy in collecting, organizing, and interpreting the data and reporting the findings of his research. He is also responsible for the correctness of the references, quotations, paraphrases and other materials used.

Conformity to Standards: When a thesis is presented to a faculty sponsor for criticism, it is expected to conform with sufficient fidelity in organization and typing to institutional requirements. When, however, the institution fails to specify standards, the thesis should conform to the standards herein set forth to make it acceptable to the sponsor and reading committee.

Submission of the Thesis: A date, frequently specified in the bulletin or catalog of the institution, is fixed for submission of the thesis in completed form to the sponsor. The student must keep this date clearly in view. Otherwise, he will not give the sponsor, or sponsor and reading committee, enough time to suggest changes or corrections that the thesis should undergo in order to be acceptable to the final reviewing authority of the institution. This authority may be a graduate school, graduate council, or committee. If the thesis is to be read by members of a committee, a separate copy should be submitted to each member so that he can write his individual criticisms on the margins of the pages, if he so desires.

Number of Copies of the Thesis: Each institution has requirements with regard to the number of copies of the thesis which must be submitted for consideration and the number which must be filed with the institution after the thesis has been accepted. Three copies of the master's thesis are generally submitted for either preliminary or final form. The master's thesis usually is not expected to be published. This policy, however, does not customarily apply to the doctor's thesis. The exact regulations for such publication can be ascertained only from the bulletin or catalog of the institution.

Abstract of Thesis: A few days prior to the oral examination for the master's or doctor's degree, the candidate is expected to present a copy of an abstract of his thesis to each member of the examining committee. Some of the copies may be carbon copies. This abstract should be a condensed treatment in essay form of the essential points of the thesis and should follow in its organization the form for the "outline" already indicated. A sample abstract is given on pages 91-9.

Thesis Binding: The thesis, when presented to the graduate committee, should be placed in a spring binder of appropriate size with stiff back. The paper should never be perforated for the purpose of binding. Some institutions file the theses in the spring binders; others have the theses bound uniformly and charge the cost of the binding to the student.

CHAPTER III

Content and Its Organization

Although the content and its organization necessarily vary according to the type of thesis problem used for investigation, there are, nevertheless, certain phases which are applicable to a majority of theses produced in the different research fields. These are concerned with both the character and organization of the basic elements of content.

Preface: A preface taking the form of "Acknowledgments," "Dedications" and the like is occasionally used in a doctor's dissertation and may be inserted in a master's thesis. It is entitled "PREFACE" and commonly contains statements pertaining to the student's personal interest in the problem and to his acknowledgments. If, however, the student desires to make acknowledgments only, this part of the work should be given the title of "ACKNOWLEDGMENTS." When a preface is included, a separate page of acknowledgments should not be inserted. The preface generally follows the title page. A sample preface is given on page iii.

Statement of the Problem: The problem should be definitely stated in its major aspect and with such subdivisions or minor problems as constitute the major problem. A sample statement of the problem is given in the appendix on page 67.

Delimitations: The student should indicate, in connection with the statement of the problem, such phases as do not concern the immediate study or such phases as he is unable to investigate, although it might be desirable to do so. An illustration of such statements is given on pages 69-73.

Need or Timeliness of the Study: The student should indicate in an appropriate section the major consideration that prompted his undertaking. This involves, not his personal interest and advantage, but the needed expansion in knowledge or improvements in technique which he seeks to contribute through his study. For a sample statement of this kind the student is referred to pages 67-9.

Definitions: All terms not interpreted in accord with the most modern usage should be defined, in order to indicate their exact application in the thesis. For

example, the term "high school" literally signifies the four-year high school and includes grades nine, ten, eleven, and twelve. The samples given on pages 73-5 show how definitions are presented.

Historical Review: Every thesis should contain a section in which the candidate presents a review of at least the most important previous investigations relating to this particular undertaking. This review should not follow an outline form, but should present in approved literary style the major findings of each investigation as well as the procedures used. The sample given on pages 77-9 illustrates how the review of previous investigations should be made.

Method or Technique: The thesis should carry a clear explanation of the methods or techniques applied. This may be appropriately assigned to a separate chapter, preferably Chapter III. The statement should name the sources, primary or secondary or both, from which the data used were derived. It should also indicate the procedure used in collecting and organizing these materials, as they take form in graphs, tables, or other patterns in the thesis.

Interpretation of Data: Valid interpretations constitute one of the most important and also most difficult parts of the thesis. It is one thing to assemble and organize data, and quite another to explain their significance. The candidate should never forget that, unless he differentiates sharply between the facts themselves and his personal explanation of their meaning, he is not conforming to the canons of scientific method. Graphs and tables are not ends in themselves, but are means of clarification and require careful explanation and interpretation.

Summary and Conclusions: Every thesis (with certain exceptions, such as a historical survey) should contain a summary, embodying statements of the most significant findings. Since the purpose of the summary is to furnish a brief, compact recapitulation of those findings, a simple outline or tabulation scheme of listing them may be used. The candidate should not forget that the summary obviously cannot include anything not already exhibited in the thesis. He should also take care to differentiate between the "findings" and the "conclusions."

The conclusions consist of the candidate's interpretations of the most important findings presented in the summary. Since the summary cannot comprise materials

not previously incorporated in the thesis, the interpretations constituting the conclusions must have to do directly with the findings. To put it differently, "conclusions" having no relationship to the most significant data of the thesis are wholly irrelevant and, therefore, invalid. Candidates should, because of both the significance and the difficulty of stating the conclusions, use the utmost care in their formulation. For an illustration of summary and conclusions, the reader is referred to pages 81 and 83.

Recommendations: The candidate usually recognizes that his conclusions carry certain empirical limitations, and that further research or study ought to be undertaken in his field of investigation. He frequently does well, therefore, to follow his conclusions with suggestions for continued research in relation to particular points. This not only is valuable in itself but also indicates more clearly the limits of the field which the study has covered.

It also sometimes occurs that the candidate sees the possibility and desirability of constructive practical application to actual situations of at least some of his conclusions. In such cases he should indicate briefly, under "RECOMMENDATIONS," how improvements might be effected through the results of his work.

CHAPTER IV

Format of the Thesis

The format of a thesis refers to the book make-up or the arrangement of the sections or parts of the thesis. These sections are here discussed with instructions for their form and the order in which they should be placed in the thesis.

Title Page: Every thesis or dissertation requires a title page. This is the first page of the thesis. It should be neatly and symmetrically arranged. The form and location of the material on this page are usually prescribed by the institution but the material generally includes the following items: (1) the title of the investigation, (2) the name of the investigator, (3) the degree for which it is presented, (4) the name of the institution and the division in which it is presented, and (5) the year and the month in which the degree is to be granted. Model title pages for theses are given on pages 49-51.

Approval Sheet: The use of a separate approval sheet is not a uniform requirement. When such a sheet is prescribed, it is placed immediately after the title page. On pages 53-5 will be found specimen approval sheets.

Acknowledgments: A separate page—following the approval sheet, if one is used, and otherwise following the title page—is devoted to the acknowledgment of all contributions which the student desires to mention. This part of the thesis is personal and expresses the student's appreciation for assistance, direction, and encouragement given him. The page is entitled "ACKNOWLEDGMENTS," and the word appears as a centered heading in capital letters. The rest of the page should be neatly and symmetrically organized. One-half inch below the word "ACKNOWLEDGMENTS" the recognition is made, and this is followed by the initials of the investigator on a separate line three spaces below. An example of an "Acknowledgment," which must, of course, be varied according to conditions, is given on page 57.

Table of Contents: Every thesis must contain a section entitled "CONTENTS" or "TABLE OF CONTENTS." It should be sufficiently detailed to enable the reader to find easily any important material in the thesis. It should contain the

titles of the chapters and chapter divisions, with their page citations. The phrasing of these titles should be exactly the same here as in the body of the thesis.

The divisions and subdivisions should be distinguished by the proper use of indentations and capitals. All letters of the chapter titles are made capitals, whereas the titles of the divisions and subdivisions are written with small letters except for the initial letter of each important word, which is capitalized. The first word of each division title is indented two spaces from the initial letter of the first word of the main caption. Likewise, the first word of each subdivision title is indented two spaces from the initial letter of the first word of the division caption.

Double spacing is used between the chapters and chapter divisions, but single spacing is used between the subdivisions. Whenever the chapter, division, or subdivision title runs over one line, each line after the first is single-spaced and indented two spaces from the initial letter of the first word of the title.

The words "TABLE OF CONTENTS" are placed one inch from the top and in the middle of the writing space of the page. To the left, and two spaces above the number of the chapter, is placed the word "Chapter" with the first letter capitalized. To the right, and immediately above the page numbers, is placed the word "Page" with the first letter capitalized.

The table of contents is placed on a separate page immediately following the preface or acknowledgment page. If more than one page is necessary for this, the form is the same for each succeeding page, except that the words "TABLE OF CONTENTS" are omitted.

No terminal punctuation is used in connection with the heading TABLE OF CONTENTS or any line in the table of contents.

For a sample table of contents the student is referred to pages 59-61.

List of Tables: A list of the titles of tables is placed on a separate page which immediately follows the table of contents and has the title "LIST OF TABLES." If, however, the amount of space required for the titles of both tables and graphs when placed together does not exceed one page, all these titles should be placed on the same page with the "LIST OF TABLES" preceding the "LIST OF GRAPHS" or "LIST OF FIGURES." The table titles are listed exactly as they appear in the text, but small letters are used except for the capitalization of the initial letters of important words. Tables are numbered in capital Roman numerals. The word

"Table" is written immediately above the table numbers, and the word "Page" above the page numbers. An example of a list of tables is given on page 63.

List of Figures: A the term is customarily used, a figure may be a graph, diagram, map, chart, or other illustration. If the thesis carries a number of each of these, they should be listed separately and so designated; otherwise, they should all be carried under one designation. Their titles should be listed exactly as they appear in the text.

The "LIST OF FIGURES" follows the list of tables. The form and organization are the same for both lists except that, in the list of figures, the figures are numbered with Arabic numbers and the word "Figure" or "Graph" is placed where the word "Table" is used in the list of tables.

A sample list of graphs is given on page 65.

Body of the Thesis: The body of the thesis follows the preliminary materials. It consists of three parts: (1) the problem, delimitations, need, definitions, review of previous research, and method; (2) the report of the study; and (3) the summary, conclusions, recommendations, and suggestions for further research. It is not divided into parts that are so designated, but rather it is organized into a number of chapters. The exact number of chapters, their titles, and their scope depend on the nature of the study.

Chapter I generally contains: (1) a statement of the problem, (2) delimitations, (3) need or timeliness of the study, and (4) definition of terms. The review of previous research in the same field should be placed in a separate chapter, preferably Chapter II, but may be placed in Chapter I if the review is short. The method of investigation is also placed in a separate chapter, preferably Chapter III.

The succeeding chapters are devoted to the report of the study. A presentation and interpretation of the data constitute the report. The chapters do not, however, carry the caption "Interpretation of Data." A number of chapters may be required for a full exhibition and interpretation of the data. The title of each chapter will depend upon its content.

The final chapter contains the summary and the conclusions in separate sections devoted to each, with the "Summary" preceding the "Conclusions." This chapter is designated "SUMMARY AND CONCLUSIONS" unless the writer wishes to

make recommendations. Under such an arrangement the recommendations are placed in the final chapter which is given the title "RECOMMENDATIONS," and the summary-and-conclusions chapter precedes it.

It is recognized, of course, that adaptations of the procedures recommended in this section on "Body of the Thesis" must be made according to the field of research concerned. In a thesis that is an historical survey, for instance, the "summary" might be, and the "conclusions" certainly should be, omitted.

Each chapter of the thesis begins on a new page.

Bibliography: The bibliography follows the last chapter in the thesis. It begins on a new page and is designated "BIBLIOGRAPHY." It is not a chapter and, therefore, does not have a chapter number. The content and the method of organizing it are more specifically presented in Chapter IX.

Appendix: Not all theses require an appendix. When an appendix is included, it follows the bibliography. A title page should separate it from the preceding materials.

Raw data and documental materials which supplement the investigation or are necessary for an understanding of the study, but which are too cumbersome to be included in the body of the thesis or would detract from the main theme if inserted in the body, may be placed in the appendix. Different types of materials should be separated by appropriate titles and numbers.

Index: An unpublished thesis usually does not contain an index. If one is included, it follows the appendix or appendices. If the thesis is to be published, an adequate index should be provided.

Vita: In a few institutions the student is required to include a *vita* in his thesis. When this is inserted, it follows the index. The *vita* is a short autobiography of the author of the thesis, comprising from one-half to one page of written material.

CHAPTER V

Language Practices

The thesis is often the first piece of writing of major importance undertaken by the graduate student. He must be concerned with the accuracy of his study, but he must also make his thesis conform to the best literary style. To do this he must understand and use the best language practices.

Length of Thesis: There is no set rule concerning the length of the thesis. The length depends upon the research study and the amount of space necessary to present a concise report of the procedure and findings that can be fully understood by the average person who is likely to read it.

Spelling: Although simplified spelling has become rather generally accepted, it is advisable for the student to use the conventional style in his thesis.

Person: Only the third person should be used in writing the thesis. The personal pronouns "I," "we," "you," "me," "us," "my," "mine," "your," and "our" should not be used in the body of the thesis. Rarely should such terms as "the writer" and "the author" be used. Generally, the terms "investigator" and "experimenter" should not be employed. The material should be presented impersonally by the use of such expressions as "it seems," "it is evident," or "the materials seem to indicate."

Tense: The thesis should be written in the past tense. The present and future tenses should be used only when referring to existing facts and truths or to what will be true in the future.

Complimentary Titles and Degrees: The use of complimentary titles and degrees such as Dean, Professor, Dr., and Mr., when referring to a person, should be omitted except in the preface and acknowledgments. Titles may, however, be used when they give emphasis to the materials or distinguish individuals with the same name. When reference is made to a person, it is best to use a form such as the following: "Long says" or "It is stated by Long."

Abbreviations: All but generally accepted abbreviations should be avoided. When abbreviations are used, consistency must be observed. In each subject field and vocation there are certain words and phrases which may be abbreviated and others which may not be. For such lists, the student should consult books in his field of interest. For abbreviations to be used in footnote references and biographical materials, the reader should consult pages 38-40 of this manual.

Indentation: Five spaces to the right of the left-hand margin are provided as indentation at the beginning of each paragraph. In long quotations the material is indented five spaces from both the left- and right-hand margins.

Quotations: Quotations from other sources—books, reports, periodicals, lectures, interviews, conversations—are customarily used in theses, but quotations should never be employed to the extent that they detract from the context. Too many quotations, and especially many long ones, tend to confuse the reader. A single quotation should not exceed one page in length. Ordinarily, whenever the materials to be embodied in a quotation require more than one page for full exhibition, the student should condense the explanations and present the ideas in his own words. When materials are quoted, credit should be given to the source. Personal approval should be obtained for the use of unwritten sources. If the quoted material is to be published, written permission must be obtained from the publisher, and often from the author, and the publication must carry a statement in a footnote to the effect that permission to use the material has been granted. A typical footnote for this purpose follows:

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1. Roy O. Billett, Fundamentals of Secondary-School Teaching, p. 73. Boston: Houghton-Mifflin Co., 1940. Used by permission.

All additions and omissions made by the student in quoted materials should be properly indicated. Square brackets are used for additions, and a series of dots is used for omissions.

The paragraphing used in the original text should be followed in the quoted materials. Double spacing is used between the paragraphs.

Quotations of six or more lines should be set off separately, indented five spaces, and single-spaced, as in the following example. Douglass says:

> The home-room, or group, advisory system has spread rapidly within recent years. The plan usually involves a staff of advisers selected from the teaching corps to work with groups made up from 30 to 60 pupils each. The functions performed by these advisers vary with the guidance program of the principal or director of guidance and with the number and duties of other guidance agents. If there are on the staff a competent girls' adviser, a vocational counselor, and a director of guidance, or head counselor, the duties of the home-room adviser will naturally be less varied and will involve fewer of the more complex and technical tasks, which will be performed by the more highly trained members of the staff.[1]

A quotation of fewer than six lines may be carried as part of the thesis material itself. The short quotations should be enclosed in quotation marks; the long quotations, which are indented and single-spaced, need not be so enclosed. Quotations must be copied exactly as used in the source. A footnote citation should be made in connection with each quotation, in accord with the appropriate method discussed in Chapter VIII of this manual.

Paraphrases: It is often necessary to condense the contents of some source or material which is being used. This is generally advisable rather than to give long quotations. Citations must be made in connection with this material and in accord with standards for footnote references.

Chapter Numbers and Titles: Every chapter must have a number and a title. Large Roman numerals are used in numbering chapters. Periods are never placed after chapter numbers and titles. The title should be as brief as possible but should be sufficiently inclusive to give a definite idea of the major content in the chapter. Each letter in the word chapter and in the chapter title is capitalized. The word chapter and the number are placed one-half inch (three spaces) above the title.

[1] Harl R. Douglass, *Organization and Administration of Secondary Schools* (Revised Edition), p. 192. Boston: Ginn and Co., 1945. Used by permission.

The chapter number and title are arranged as follows:

CHAPTER I

THE PROBLEM AND ITS SCOPE

Divisions and Subdivisions: The student should work out a comprehensive scheme of organization in the treatment of his material. This should indicate clearly the relationship of the divisions and subdivisions by such means as underlining, position at the center or left of the page, the use of capitals and small letters, or a logical order of symbols. Whatever system is used, it should be used consistently; otherwise, there will be confusion about the relationship of the various parts.

The following scheme is given as an example that may be appropriately used. In this instance the titles of divisions are placed at the left. Relations among subdivisions are indicated by appropriate indentations:

I. Main division
  A. Subdivision of I
    1. Subdivision of A
      a). Subdivision of 1
        1). Subdivision of a)
          (a). Subdivision of 1)
            (1). Subdivision of (a)
            (2). Subdivision of (a)

II. Main division

Footnote Explanations: A situation often arises which necessitates a more complete explanation than is justified in the body of the text. In such a case, the explanation is placed in a footnote. This type of footnote reference should be differentiated from other footnote citations by the use of asterisks or other symbols, as *a*, *b*, *c*, instead of numbers. If more than one such citation is used on the same page, letters should be employed, since two or more asterisks throw the explanations out of alignment.

Numbers: There are certain accepted practices with regard to the use of numbers in theses. If a number requires more than three words, use figures. Amounts of money, street and telephone numbers, page numbers, percentages, and dates are

also given in figures. A fraction is spelled out except when it is part of a large number, as $16\frac{1}{2}$.

No sentence should begin with a number in Arabic or Roman figures. A rewording of the sentence will provide the proper form.

Use of Words: Precision and variety in use of words are essential features of good literary style. Words and expressions should not be repeated too frequently. They should be changed as the materials permit. Frequent reference to the dictionary and books on synonyms and antonyms will enable the student to give variety and exactness to his materials. Good thesauri are: (1) *Webster's Dictionary of Synonyms and Antonyms*,[1] (2) *Thesaurus of English Words and Phrases*,[2] and (3) *Vocabularies*.[3]

Punctuation: The accepted rules of punctuation apply to all parts of the thesis just the same as to any other standard piece of literature. The number of such rules is too great to be reproduced here, but the student should consult some authoritative work on the subject and follow it consistently. *The Writer's Index of Good Form ana Good English*,[4] the *New Handbook of Composition*,[5] and the *Century Handbook of Writing*[6] are good books on the subject.

Capitalization: Standard rules concerning capitalization apply to all parts of the thesis. The following are enumerated:

1. Capitalize all letters in the title of the thesis on the title page. (For illustration consult pages 49-51.)

2. Capitalize all letters, or only the initial letters of important words, or only the initial letters of proper names used on the title page in the statement to the effect that the thesis is submitted in partial fulfilment of the requirements for the degree in accordance with the regulations of the institution. (For illustration consult pages 49-51.)

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[1] Springfield, Mass.: G. and C. Merriam Co., 1942.
[2] P. M. Roget. New York: Grosset and Dunlap, Inc., 1941.
[3] G. A. Hartrampf. New York: Grosset and Dunlap, Inc., 1937.
[4] John M. Manly and Edith Rickert. New York: Henry Holt and Co., 1936.
[5] Edwin C. Woolley and Franklin W. Scott. Boston: D. C. Heath and Co., 1926.
[6] Garland Greever and E. J. Jones. New York: The Century Co., 1933.

3. Capitalize all letters in the headings, TABLE OF CONTENTS, LIST OF TABLES, and LIST OF FIGURES, on their respective pages in the preliminary part of the thesis. (For illustration consult pages 59-65.)

4. Capitalize all letters in chapter titles and in the words bibliography and appendix in the table of contents. (For illustration consult pages 59-61.)

5. Capitalize the initial letters of all important words in the captions of the divisions and subdivisions of the chapters in the table of contents. (For illustration consult pages 59-61.)

6. Capitalize the initial letters of all important words in the titles of tables in the list of tables. (For illustration consult page 63.)

7. Capitalize the initial letters of all important words in the titles of graphs and figures in the list of graphs and figures. (For illustration consult page 65.)

8. Capitalize all letters in the titles of the chapters and in the heading "CHAPTER" and the chapter numbers in the body of the thesis. (For illustration consult page 67.)

9. Capitalize the initial letters of all important words in the titles of books, magazine articles, and journals in the footnote references and the bibliography. (For illustration consult pages 35-9 and 85-9.)

10. Capitalize all letters in the titles of tables, graphs, and figures in the body of the thesis. (For illustration consult pages 30-1.)

11. All letters or only the initial letters of important words in the titles of divisions and subdivisions in the body of the thesis may be capitalized, the choice being left to the discretion of the writer. (For illustration consult pages 67-73.)

Underscoring: Underscoring of division and subdivision captions may be used to indicate their relationship. Titles of books, bulletins, magazines, periodicals, and journals are underscored. Foreign and unusual words and phrases may be underscored to call special attention to them. When a manuscript is to be published, the underscoring indicates to the printer that the words underscored are to be italicized.

Common Errors: Many common errors in language usage are likely to be made by the student unless special care is taken to prevent them. They include the following:

1. Confusion of *effect* and *affect*, *principal* and *principle*, *except* and *accept*, *data* and *date*, *capital* and *capitol*, *respectively* and *respectfully*, and *statute* and *statue;*

2. Misuse of quotation marks in connection with punctuation marks;

3. Use of a singular verb with the word *data;*

4. Over-use of certain adverbs;

5. Improper division of words at the end of a line;

6. Use of split infinitives;

7. Improper use of the hyphen;

8. Capitalization of common words when they do not refer to particular individuals or things by name, as high school, principal, superintendent.

9. Failure to use properly correlative conjunctions in pairs, such as not only, but also; neither, nor; either, or; so, as; whether, or.

Consistency: Consistency in the use of form and style is an essential feature of an acceptable thesis.

CHAPTER VI

Instructions for Typing the Manuscript

When the thesis is presented to the sponsor, whether in the initial stages or in final form, it is expected to be organized properly and typed correctly. The student is responsible for this, whether he personally types the thesis or has some typist do it. The instructions given here will aid the student and his typist in meeting this requirement.

Typist: If the student himself lacks the skill, he should employ an expert to type at least the final copies of his thesis. Before turning the thesis over to this person, the student should set it up in the exact form desired, and he should explain to the typist the rules that apply. If he will also explain the reasons for such rules, he will usually get better results. A copy of this manual might profitably be placed in the hands of the typist.

The thesis sponsor or the secretary in the office of the dean will probably be able to refer the student to a good typist who will be available for this kind of typing. Many typists are not competent to do it. It is economical to employ an expert. The charges vary, but generally they range from ten to twenty-five cents per page, with carbon copies, tables, and copying from long-hand materials extra.

Size of Type: The final copies of the thesis should be prepared with the Pica type, but in some institutions either Pica or Elite type may be used. The Elite is often preferable for the construction of tables. The type should be thoroughly cleaned from time to time to insure good clear copies.

Paper: Standard white paper, 8½ by 11 inches, must be used in typing the thesis. The final copies of the thesis should be made on good medium heavy bond or linen paper. Sixteen-pound bond is commonly used. Only one side of the paper is to be used. In some institutions carbon copies may be made on a good grade of onion-skin second sheets. All carbon copies must be clear and easily read.

Carbon: Black carbon paper must be used for the production of the carbon copies. The carbon paper should be changed sufficiently often to insure clear and uniform letters. Most typists are agreed that one set of carbon papers will produce only seven or eight pages of clear and uniform copies.

Ink: The ink to be used for the final copy of the thesis, in both typing and the construction of tables, must be black. Graphs and figures usually should be constructed in such colors as best differentiate various types of data, but some institutions require all graphs to be made with black indelible ink.

Margins: In a few institutions special paper with the page margins indicated is prescribed for the preparation of the final copies of the thesis. When there is no such requirement or no such paper is available, the student must adopt an accepted practice relative to margins. Regulations for margins are comparatively simple and will give the typist no trouble. The margins must be kept even. Special care must be taken to prevent ragged margins at the right. The margin on the left should be $1\frac{1}{2}$ inches if the thesis is to be published, but otherwise it should be two inches in order to provide adequate margins after binding. The margin on the right and at both the top and bottom of the page should be one inch. On the first page of each chapter there should be a margin of one inch (six spaces) from the top of the page to the chapter number. Except at the end of a chapter, no part of the page should be left vacant. In order to avoid a large blank space at the bottom of the page, it will often be necessary to place a table or figure out of proper position on the succeeding page and to continue the discursive material to the end of the page.

Spacing between Lines: Double spacing between lines is used throughout the thesis with certain exceptions. A number of such exceptions are indicated, but the spacing is not given. This would require so much detail that it would be confusing. For illustration of the exact spacing of certain types of materials, as indicated below, the student is referred to parts of this manual.

1. Title page (pages 49-51).
2. Table of contents page (pages 59-61).
3. List of tables page (page 63).
4. List of figures page (page 65).
5. Chapter number and title on the first page of each chapter (page 67).

6. Divisions and subdivisions in the body of the thesis (pages 67-75).
7. Footnote references (pages 34-9).
8. Footnote explanations (page 32).
9. Short explanatory statements given immediately under a table or figure (page 30).
10. Titles of tables, graphs, and figures in the body of the thesis (pages 30-1).
11. Long quotations (page 19).
12. Materials within a table (page 30).
13. References in the bibliography (pages 85-9).
14. Sections or divisions in the bibliography (pages 85-9).

Page Numbering: All pages are numbered or counted in the numbering. Each page is given only one number regardless of its size. The preliminary pages—title page, preface, acknowledgment page, table of contents, list of tables, and list of figures—are numbered with small Roman numerals. The title page does not carry the page number but is counted as page one in determining the numbers of the succeeding preliminary pages.

Beginning with Chapter I in the body of the thesis, and continuing to its end, the pages are numbered with Arabic figures. The first page of each chapter does not carry the page number but is counted in numbering the pages that follow.

If the thesis is to be published, the page number should be placed at the top of the page, about one-half inch (three spaces) from the top and in the middle of the writing space. If, however, the thesis is not to be published, the page number should be placed at the top of the page in the right-hand corner in line with the right-hand margin and one-half inch from the top.

Periods are never placed after page numbers. Inclosures of page numbers should *not* be used. (Avoid [2].)

Typographical Errors: The student should instruct his typist at the beginning that the final copies of the thesis must be practically perfect. Common typographical errors which make a thesis unacceptable include addition and deletion of more than one letter per line, striking over letters, crossing out words and letters, interlining words, incorrect syllabication, and too many erasures. When these occur on a page,

it should be retyped. Some erasing is permissible, provided that it is skillfully done. For this the typist should have proper shields, erasers, and blotting paper.

Proof-Reading: The correctness of the typing within the thesis is the responsibility of the student. Before the thesis is typed in final form, the student should read it and check with the original materials. After the final copies have been typed, they should be read in proof and likewise checked. All errors should be corrected.

CHAPTER VII

Tables, Graphs, and Figures

Many theses require the exhibition of data too numerous to be presented and interpreted singly. For this purpose tables, graphs, and figures are used. They should be properly organized and adequately interpreted. They should not, however, be used when they add nothing to the report.

Tables: A table is a systematic arrangement of numerical data in columns and rows. Only one fact or a series of related facts should be presented in a single table. The table should be so constructed that the people who read the thesis may be able to understand the basic ideas it is intended to convey without reference to the discursive materials of the text. It should have a title and heading and subheading captions for the data presented in the columns and rows.

Tables should not be boxed. Those with more than two columns should be ruled both vertically and horizontally. When they have four or more columns, the columns should be numbered. The initial letters in all important words in the heading and subheading captions should be capitalized. Proper indentation of headings and subheadings and alignment of letters and figures should be used. Size and arrangement of columns and rows should be so worked out as to give proper proportion to the table.

Every table should be numbered with capital Roman numerals and should have a title with all letters capitalized. The table number and title are placed above the table. Table numbers, beginning with I, should be in consecutive order and the numbering should include the tables in the appendix. The spacing between the table number and the title may be single or double, but there should be only single spacing between the different lines of the title.

Care must be taken to place each table on the page so that it will be centered in the width allowed for the text material. A table should never be made so wide as to extend into the margin on either side.

The following is an example:

TABLE IV

FORMS IN WHICH MARKS ARE ISSUED[a]

Form	Frequency		Form	Frequency	
	Number	Per cent		Number	Per cent
Letters or other symbols.....	210	81	Written records or logs of pupil's progress	4	2
Percentages.....	67	26			
Class ranks.....	25	9	Accomplishment quotients.....	2	1
Percentile ranks	7	3	Sigma scores....	2	1

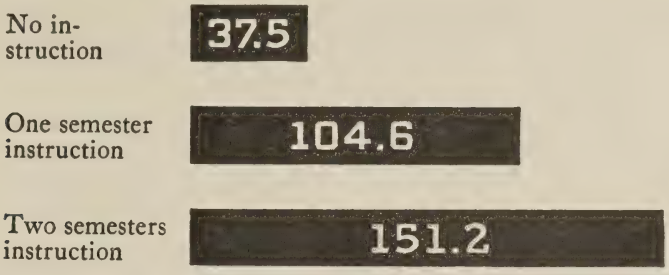
a. The excess above 100 per cent is accounted for by the fact that some schools issue marks in more than a single form.

Graphs: A graph is a picturization of data in some form that shows comparisons. When graphs are used in theses, tables should also be used for the exhibition of the same data. This is not necessarily true in textbook writing. Graphs are not used so often as are tables but may be employed when the data can be presented effectively. Difficulty in the construction and reproduction of graphs often prevents their being used more frequently. Rules for graph construction are given in the *Report of the Joint Committee of the American Society of Mechanical Engineers on Standards for Graphic Presentation*,[1] and in *Graphic Methods in Education*.[2] Some textbooks on statistical methods also give rules for construction of graphs. Ordinarily the student will be able to make the necessary graphs for his thesis. Prepared graph paper will be very helpful and adequate for most graphs. Different types of graphs—columnar, bar, circle, cartoon, etc.—should be used.

Graphs are numbered consecutively with Arabic figures. The number and title are placed below the graph. The graph number is placed on the same line with

[1] 29 West 39th St., New York City: American Society of Mechanical Engineers, 1918.
[2] J. Harold Williams. Boston: Houghton-Mifflin Co., 1924.

the initial part of the title. Single spacing is used if the title requires more than one line. The following is an example:



GRAPH 5. MEDIAN SCORES MADE BY THREE GROUPS OF COLLEGE STUDENTS ON A TEST IN EDUCATIONAL STATISTICS ACCORDING TO LENGTH OF TIME OF INSTRUCTION

Figures: A figure is the picturization of the actual object—radio, piece of scientific apparatus, machine, and the like. In practice, however, the term "figure" is commonly used to designate any graphic representation—map, chart, graph, blueprint, drawing, diagram, or other illustration—except a table. The general principles applicable to graphs also apply to figures in theses. When the number of different kinds of figures throughout the thesis is small, they may be grouped and all designated "figures." If, however, the number of different kinds is large, each kind should be separately designated.

Interpretation: Tables, graphs, and figures are not ends in themselves but are rather means for clarification and require careful explanation and interpretation. The student presumably knows more about the significance of his data than any one else and, therefore, has the responsibility of interpreting to his reader the full meaning and significance of the data presented in the graphs, tables, and illustrations used. He should not, however, undertake a long and tedious explanation of minute details. He should pick out the meaningful facts—such as central tendencies, extremes, likes, and opposites—and should indicate their significance in relation to the total facts.

Introduction of Tables, Graphs, and Figures: All tables, graphs, and figures must be introduced in the text. The introductory statement precedes the table, graph, or figure, and may be worded in a number of ways. The following illustrate

a few of the ways: "The results of the test are given in Table II," or "The data in Table II indicate," or "A study of Table II reveals."

Placement of Tables, Graphs, and Figures: Tables immediately pertinent to the discussion are never placed on separate pages unless they require a full page. Graphs and figures, because of their nature, may be so placed. Tables, graphs, and figures, when possible, should be placed on the same page with the discussion of their contents. They should appear on the same page as closely as possible after their introduction. If it is impossible so to place them, the next page is used and the page number is given in parenthesis immediately following, as "The data in Table VIII (p. 50) show." If the next page has to be used, and if any space on the page containing the introduction is left for further materials, they should be discursive in character.

Extensive Tables and Figures: Some tables and figures require more space for full exhibition of the data than is available on a standard page. They may require paper of different sizes. Under such conditions the student should get some paper company to cut the paper in the desired sizes. When the paper exceeds the standard size, it should be folded so as to make a page of eight inches if it is to be folded horizontally, or ten inches if folded vertically, or eight by ten if folded both horizontally and vertically. The reason for such folding is that, in case the thesis is to be bound, the trimming of the edges will not cut off part of the written materials. Regardless of its size the page carries only one number, which is placed on the page as if it were the standard size.

Rather than use a number of folded pages of various sizes with their attendant bulkiness, it is often better to have photostatic copies of reduced size made of them. This type of work is done by makers of blueprints and photostats and by engineering companies commonly found in large towns and cities. The expense is not excessive.

Footnote Explanations: A footnote explanation of a table, graph, or figure may be placed immediately following it or at the bottom of the page. If the explanation is located immediately following the table or figure, it is put one space below the table or figure with a short line having a length of about one inch at the left separating them. If it is placed at the bottom of the page, it should precede or follow the references, and should never be mixed among them. All footnotes of this type are single-spaced and indicated by letters or asterisks.

CHAPTER VIII

Citations and Footnote References

The use of citations and footnote references is a standard method of acknowledging source materials and validating the subject matter presented in a literary or scientific work. They are required in theses.

Functions of Footnote References: Footnotes are used for the following purposes:

1. *To acknowledge source materials.* Whenever the student uses directly or indirectly the ideas of someone else, he should acknowledge them by citation and reference to the source. Sources to be acknowledged include quotations, paraphrased materials, lectures, conversations, and, in fact, all ideas borrowed from others.

2. *To validate subject matter.* When the student makes a statement of fact not generally accepted as true, he should support it with evidence in either the text or a footnote or by reference given in the footnote to the source of evidence.

3. *To explain matters beyond that justified in the text.* Matters are often presented which need a more complete explanation than is justified in the text. Such explanations should be placed in the footnotes.

4. *To make cross-reference to different parts of the thesis.* Often it is necessary or desirable to refer the reader to materials presented in other parts of the thesis. This is usually done to refresh the reader's memory, to support the ideas then under discussion, or to prevent unnecessary repetition of the materials at that place.

Numbering of Footnote References: References to other sources must be numbered for identity. There are three methods of numbering footnote references.

The most commonly used method is to begin the numbering of the citations and their corresponding references on *each* page with "1" and to follow with succeeding Arabic numbers for that page. If a reference has to be added or deleted, it may be done without disturbing the numbers on other pages, as would occur when either of the other methods is used.

The other two methods may be appropriately called the "continuous" methods. One is to number consecutively all references in a chapter. The other is to number all references consecutively throughout the thesis. It is quite evident how confusing and difficult for the typist the use of either of these methods might become.

Placement of Citations and References: The citation is usually made by a *raised* Arabic numeral immediately following the name of the author of the source when it is given or, when a quotation or paraphrase is used, at the end of the topical sentence. An example follows: "Hamrin and Erickson[1] say . . ." Some institutions permit the citation number to be carried in parenthesis on the line instead of having the number raised, as in "Spaulding (1) says . . . ." No period is used in either case after the number.

The placement of the references depends on the system used. They may be set at the bottom of the page, at the end of the chapter, or at the end of the body of the thesis. The most common practice is to place them at the bottom of the page. Unless the institution requires some other scheme, this one is recommended. When the references are placed at the bottom of the page, they are separated from the text by a solid line across the page or by a solid line one and one-half inches in length drawn from the left-hand margin. This line should be one space from the last line of the text. One space below the solid line the reference is placed; and, if more than one line is required for it, single spacing should be used. The reference number at the bottom of the page *should not be raised.* The reasons for this direction are that there is greater accuracy and that less work is required in typing the number than when the number is raised. The number should be followed by a period. References are placed at the bottom of this page to show the form.

1. R. Emerson Langfitt, Frank W. Cyr, and N. William Newsom, The Small High School at Work, Chap. 12. New York: American Book Co., 1936.
2. Paul B. Jacobson and William C. Reavis, Duties of School Principals, Chap 7. New York: Prentice-Hall, Inc., 1941.
3. J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School, Chap 8. New York: The Macmillan Co., 1948.
4. N. William Newsom and R. Emerson Langfitt, Editors, Administrative Practices in Large High Schools, Chap 5. New York: American Book Co., 1940.

There should be no indentation for the first line of the reference, but the succeeding lines of each reference should be indented three spaces—equal to the indentation of the initial letter of the reference. The initials or given name of the author come first. If two or more references are to be placed in the footnotes on the same page, single spacing is used between the references. After all references are placed in the footnotes as directed, there should be one inch from the last line of the last reference to the bottom of the page.

If the thesis is to be published, each reference should be placed in the text immediately after the citation, as follows: "Carpenter and Rufi[1] contend . . . ."

---

1. William W. Carpenter and John Rufi, The Teacher and Secondary School Administration, pp. 72–75. Boston: Ginn and Co., 1931.

This system may also be used in the preliminary drafts of the thesis even though it is not to be published.

Entry of Various Types of Footnote References: There is rather general agreement concerning the entry of various types of footnote references. In addition to the rules previously given for form, there are certain other rules to be followed. These largely concern English practices.

The titles of publications which have book form are underscored. These include titles of books, journals, periodicals, bulletins, monographs, and documents. Titles of articles in periodicals and journals are enclosed in quotation marks. The initial letters of all important words in titles of books, in titles of articles in journals and periodicals, and in the names of journals and periodicals are capitalized. The references are single-spaced.

The following examples illustrate the rules and form.

1. *Books.* When the reference is to be included in the bibliography, the form is

1. Arthur B. Moehlman, School Administration, pp. 18–21.

If the reference is not to be included in the bibliography or if there is to be no bibliography, the form should be

1. Arthur B. Moehlman, School Administration, pp. 18–21. Boston: Houghton–Mifflin Co., 1940.

If the authors of a book are two or three in number, the names of all are carried in the reference. The form is

1. Frank W. Cyr, Arvid J. Burke, and Paul R. Mort, Paying for Our Public Schools, pp. 17–19. Scranton, Pa.: International Textbook Co., 1938.

If there are more than three authors, the reference should be

1. B. Lamar Johnson, et al., General Education in the American High School, p. 3. Chicago: Scott, Foresman and Co., 1942.

When the name of the author of a book is not given, the form may be either one of the following two:

1. Style Manual, pp. 3–4. Washington, D. C.: United States Printing Office, 1939.
1. Anon., Style Manual, pp. 3–4. Washington, D. C.: United States Printing Office, 1939.

If the full name of the author of a book is given in the text, it is not necessary to repeat this part in the footnote. The form is "Thomas H. Briggs[1] is of the opinion that . . . ."

1. Improvement of Instruction, p. 10. New York: The Macmillan Co., 1938.

In case a whole book is cited and its complete title is given in the text, the title need not be repeated in the footnote; viz., "In *Youth Serves the Community*[1] . . ."

1. Paul R. Hanna. New York: D. Appleton–Century Co., 1936.

When the name is that of an editor, a compiler, or a translator, the form is

1. Paul Monroe, Editor, A Cyclopedia of Education, Vol. I, p. 85. New York: The Macmillan Co., 1911.

2. *Magazines.* References for articles in magazines may be written in any one of the following four ways:

1. J. Frederick Weltzin, "Legal Controls of the Curriculum," The American School Board Journal, Vol. 103 (Sept., 1941), pp. 22-4+; or 103: 22-4+ (Sept., 1941); or Vol. CIII (Sept., 1941), pp. 22-4+; or CIII (Sept., 1941), 22-4+.

3. *Newspapers.* If the newspaper has a wide circulation or the location is indicated in the title, the location need not be given. References to newspapers are carried thus:

1. The New York Times, May 1, 1943, p. 1.
2. The Grand Junction Sentinel (Colorado), March 2, 1948.

4. *Unpublished Manuscripts.* The form is comparable in most respects to that for published materials.

1. Richard S. Pollack, "A Comparative Study of Various Methods for Computing Teaching Load," p. 26. Unpublished Master's thesis, Teachers College, Temple University, Philadelphia, Pa., 1938.

5. *Interviews.* The form for a personal interview is

1. Statement by Edwin C. Johnson, U.S. Senator from Colorado, personal interview, March 15, 1943.

6. *Legal References.* The form for legal references is

1. Jones v. Thomas, 63 Miss. 125; 21 So. 50.
2. Colorado School Laws, 1942, p. 75.
3. Corpus Juris Secundum, Vol. 10, pp. 165-8.

7. *Bulletins and Monographs.* Bulletins and monographs are entered thus:

1. Knute O. Broady, Earl T. Platt, and Millard D. Bell, Practical Procedures for Enriching the Curriculums of Small Schools, pp. 17–18. The University of Nebraska Educational Monograph No. 2. Lincoln, Neb.: The University of Nebraska, 1931.

8. *Publications of Organizations and Societies.* The following is an illustration of the form for publications of learned organizations and societies.

1. Frederick H. Lund, "Intelligence and Emotionability," National Society for the Study of Education, Thirty-Ninth Yearbook, Part I, pp. 282–5. Bloomington, Ill.: Public School Publishing Co., 1942.

Abbreviated Forms of Footnote References: Various abbreviated forms of footnote references are used. Some are derived from Latin. They save space and typing and should be employed whenever they are applicable. The abbreviated form, when used, is followed by a period.

Ibid.: (Latin—*ibidem*, meaning "in the same place"). This form is used when citation is made to a different page or part of the reference immediately preceding with no other reference intervening. It is used as indicated below.

1. Ward G. Reeder, The Fundamentals of Public School Administration, Chap. 2. New York: The Macmillan Co., 1941.
2. Ibid., p. 281.

Loc. cit.: (Latin—*loco citato*, meaning "in the place cited"). This form is used when the immediate reference applies to the same pages or parts of the source previously cited with no other reference intervening. The following illustrate the form:

1. A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision—Democratic Leadership in the Improvement of Instruction, p. 129. New York: D. Appleton-Century Co., 1947.
2. Loc. cit.

Op. cit.: (Latin—*opere citato*, meaning "in the work cited"). When reference is made to a source previously cited but other references intervene, this form is used. The last name of the author(s) is given and is followed by the abbreviated phrase, *op. cit.* Just how far back the reader should be referred for sources cited is a matter of opinion. At least there should be no confusion or difficulty in locating the source. The following show how *op. cit.* is used.

1. Philip W. L. Cox and John Carr Duff, Guidance by the Classroom Teacher, Chap. 5. New York: Prentice-Hall, Inc., 1938.
2. Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, Chap. 17. New York: The Macmillan Co., 1932.
3. Cox and Duff, op. cit., p. 103.

Supra: (Latin—*supra*, meaning "above"). This form is used for cross-reference to a preceding part of the thesis and not to outside reference materials. The form is

1. Supra, p. 3.

Infra: (Latin—*infra*, meaning "below"). This is another form used for cross-reference to material in the thesis. It applies to a succeeding part of the thesis. Its form is

1. Infra, p. 108.

Other Abbreviations: In addition to the abbreviated forms of footnote references previously discussed, there are certain abbreviations which may properly be used in the footnote references themselves. These abbreviations may also be employed in bibliographical materials.

Vol. (Vols.)—volume
Bk. (Bks.)—book
Pt. (Pts.)—part
Div. (Divs.)—division

Chap. (Chaps.)—Chapter
ed. (edd.)—edition
sec. (secs.)—section
Fig. (Figs.)—figure
col. (cols.)—column
No. (Nos.)—number
et al. (*et alii*)—and others
passim—here and there
p. 3—page 3
pp. 5-6—pages 5 and 6
pp. 107-12—pages 107 to 112 inclusive
pp. 9f.—page 9 and the following page
pp. 9ff.—page 9 and the following pages
n.d.—no date

Entry of Secondary Sources: Primary sources must be used when possible. They consist of original data, such as court records, minutes of boards of education, proceedings of organizations and societies, original copies of books and manuscripts, original compilations of data, and the like. Secondary sources consist of materials other people have collected, analyzed, and reported. Sometimes it is necessary to use such sources. When they are used, the form for the footnote reference is

1. Boyd H. Bode, Progressive Education at the Crossroads, pp. 48–49, as quoted by E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, pp. 87–88. New York: McGraw-Hill Book Co., 1940.

CHAPTER IX

The Bibliography

A bibliography is usually included in a graduate thesis. It is designed to show that the student has made a thorough and impartial study of all materials that relate to his own research. It also enables the reader to make further study of the subject if he so desires.

Contents: The bibliography should contain all references cited in the thesis or pertinent to the study. References used only incidentally in the text may properly be omitted. Both primary and secondary sources should be listed.

Classification of Materials: Although there is no set rule for the classification of materials to be included in the bibliography, there are certain schemes which are used and which are helpful in the examination and use of the bibliographical references. As far as possible the entries should be classified and grouped according to some scheme of organization. First, they should be classified into primary and secondary sources. Next, within the classification they should be grouped according to some scheme of subject divisions, as subject curriculum, experience curriculum, and integrated curriculum. If it is not feasible so to classify them, they may be grouped according to their character, as books, magazines, bulletins, newspapers, and unpublished manuscripts. If the total number of entries is small, such classification and grouping are usually not necessary. Within each classification and group the references should be arranged in alphabetical order according to the last names of the authors.

Selected Bibliography: The quantity of written materials in many fields is so voluminous that it would be impracticable, as well as undesirable, to include all in the bibliography. The student must through his reading evaluate all materials dealing with his subject and decide which to eliminate and which to include in his bibliography. The materials he includes should be selected on the basis of their pertinency and direct contribution to his own study. Such materials constitute the selected bibliography.

The student should never pad his bibliography. Such procedure tends to invalidate the study as well as to show dishonesty. Often the student is questioned during his final oral examination concerning many or all of the references included in the bibliography. How large the bibliography should be is a matter for the student to decide. It should include all necessary references, but the references should not be so numerous that the student is unable to give ideas about the content of each and its contribution to his own study.

Annotated Bibliography: An annotated bibliography is a bibliography in which all the references or selected ones are followed by comments giving an evaluation of the references. Such comments are very helpful to the reader for an immediate evaluation of the reference and for future study. As a rule annotated bibliographies are not required in theses but may appropriately be used.

The following is an annotated reference:

Smeltzer, C. H., and Richard S. Harter, Handling Test Scores. New York: Henry Holt and Co., 1933. Pp. 110. An unusually good treatment of the methods of handling and interpreting test scores.

Form of Entry: The form of entry of bibliographical materials is the same in certain respects—underscoring, capitalization, punctuation, abbreviations, and spacing between the lines of a reference—as that used for footnote references when they are given in full. In those respects in which the form is different the rules peculiar to bibliographical materials are given.

All references are entered alphabetically according to the authors' last names in their respective classifications and groupings. The complete reference is given rather than the specific pages cited in the text. If, however, only one chapter or certain pages of a reference are related to the study, those alone are given. The references within each group may be numbered consecutively if so desired.

The first line of each reference should begin at the left-hand margin *without* indentation, but the subsequent lines of the reference should be indented five spaces. Each reference is single spaced, but double spacing is used between references. If the reference is annotated, the comment is single spaced and placed one space below the last line of the reference, and all lines of it are indented five spaces. Double spacing is used between the comment and the following reference.

The last name of the author precedes his initials or given name. If, however, there are two or three authors of the same reference, the names of the second and third authors are written either with the last name preceding the initials or given names or with the last name following the initials or given names. When two of more references by the same author are listed, the author's name is carried in the first reference only, and in the other(s) a solid line having a length of five spaces is substituted for the name.

Entry of Various Types of References: A few unclassified references are presented here to illustrate the form of bibliographical entries. For an illustration of a complete bibliography, the student is referred to the one given in the appendix.[1]

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[1] *Infra*, pp. 85–9.
[2] *Supra*, p. 37.

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APPENDIX

ILLUSTRATIVE MATERIALS

(Specimen "title page" of Thesis or Report, University of Colorado)

RELATION OF LANGUAGE TO POLITICAL HISTORY IN EGYPT AND PALESTINE

by

John William Doe

B.A., University of Montivania, 19__

M.A., University of Montivania, 19__

A thesis submitted to the Faculty of the Graduate School of the University of Colorado in partial fulfilment of the requirements for the Degree

Doctor of Philosophy

Department of Semitic Languages

194_

(Specimen "title page" of Thesis, University of Missouri)

PROBLEMS OF ARTICULATION BETWEEN THE JUNIOR COLLEGE AND THE UNIVERSITY

by

Frederick James Marston, A.M.

SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
in the
GRADUATE SCHOOL
of the
UNIVERSITY OF MISSOURI
194_

(Specimen "approval page" of Thesis, University of Missouri)

The undersigned, appointed by the Dean of the Graduate Faculty, have examined a thesis entitled

presented by

a candidate for the degree
and hereby certify that in their opinion it is worthy of acceptance.

(Specimen "approval page" of Thesis or Report, University of Colorado)

This Thesis for the M.A. degree, by

John William Doe

has been approved for the

Department of

Semitic Languages

by

_____

_____

Date_____

(Specimen "acknowledgments page" of a Thesis)

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The author wishes to express his grateful appreciation for the valuable assistance rendered by the many persons cooperating in this study. He is particularly indebted to _____, whose constant guidance and generous help carried the entire work to its completion. To _____ the author is deeply indebted for helpful assistance in obtaining data for this study, and to _____ for reading the manuscript.

R. S. P.

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CHAPTER I

THE PROBLEM AND ITS SCOPE

The Problem

The main purpose of this study was to determine the legal status of the county superintendent in the several states of the United States. This involved four minor problems: 1. to show the early development of the office of county superintendency; 2. to determine and show trends in the legal prescriptions relative to the county superintendency in the several states over a period of years; 3. to set up bases for the evaluation of the present legal status of the county superintendent; and 4. to evaluate the present legal status of the county superintendent in the several states according to the bases set up and to draw conclusions therefrom.

Need for the Study

A survey of the educational literature dealing with rural schools and the county superintendent reveals much criticism of the office of the county superintendency and its personnel. The allegations contained in the criticism are important. They are concerned with conditions and factors essential to the proper administration

and supervision of the rural schools of a county. Since the office of county superintendency is a creation of law and is subject to the action of the legislature, these criticisms are in reality criticisms of the law. For this reason it is apparent that there is a need for a study to determine what is the legal status of the county superintendent and what it should be.

Delimitations

This problem was limited to the legal--constitutional and statutory--prescriptions expressed or implied relative to the county superintendent, or such school official as was serving in this capacity, and the office of county superintendency, in the several states. No state has been considered which does not have a county superintendent for an entire county and for only one county; thus the states of New York[a] and Virginia[b] are excluded. It was

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a. New York has the district supervisory system. All counties of the state, with the exception of four, are divided into two or more supervisory districts, over each of which is a district superintendent. New York Education Law, Bul. 910, Oct. 15, 1928, pp. 124-5.

b. The laws of Virginia provide for divisional supervision. The State Board of Education is given power to divide the state into divisions for supervisory purposes. Under this law one or more counties may be organized into a supervisory division. Virginia School Laws, Supplement No. 3, June, 1924, p. 2.

limited to such laws as applied to all counties within a state, and did not consider laws which applied or might have applied under specified conditions to a special county or counties[a] within a certain state, for the reason that it would have been impossible to segregate and interpret the laws dealing with particular situations. It was also limited to the legal status of the county superintendent and did not consider what was actually being done by the county superintendent or like official; this was considered to involve a separate study.

This problem was further limited to a study of the laws relating to this office in three periods, 1880, 1905, and the present time.[b] These periods were selected for the reason that they would show sufficient trends in the legal requirements to justify any conclusions reached. The period 1880 was chosen because it was considered that it would show the prescriptions at a time sufficiently removed from the results of the Civil War as not to be affected greatly thereby. The other two periods, 1905 and the present time, represent twenty-five year intervals

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a. Oregon and Texas have special laws for certain classes of counties, which are not applicable to all counties within the states. Oregon School Laws, 1927, pp. 33-34; Texas Public School Laws, 1927, pp. 11-17.

b. This study was completed in 1930.

after the period of 1880 and show the present status. For the time prior to 1880, a brief survey of the early development of the office of the county superintendency and some of the legal prescriptions are given in order to give a brief background for the more important part of the study.

No attempt has been made to explain the causes of the changes in the laws concerning the county superintendent nor to show in what officials or bodies the powers, which have been changed, have been vested. To do this would have necessitated tracing the laws of each state separately.

The laws of the several states as a whole are presented and each state is not considered separately except in a few instances. The reason for this is that it would require a separate study for each state.

The legal prescriptions concerning the county board of education are not evaluated except as the county superintendent is directly concerned.

Definitions

The "county superintendent" or other school official acting in such capacity, regardless of the title, as used in this study, means an official representative of the

county on the one hand and the state on the other, without regard to the manner of selection or official title, in matters of an educational nature of the county, and does not include any school official who serves any subdivision of the state larger or smaller than the county.

"County" as used here means a political subdivision of the state and is designated and referred to as such in the laws.

The "county board of education" as used in this study means and includes a body of county school officials, regardless of title, in which certain powers are vested and of which certain duties are required concerning school employees and schools of the county.

"Legal" as used in this work refers to laws, constitutional and statutory, of the several states and does not include any legislation that may have been passed by any legislative body of any unit of the government smaller than the state. It also includes court decisions which are opinions of the supreme or appellate courts of the states.

Borgeson[1] in 1930 made a questionnaire study to determine what public school pupils who had failed in some of their courses considered to be the causes of their failure and poor work. Questionnaires were distributed to twelve hundred pupils and replies received from 1,056 of them distributed thus: 405 from senior high school pupils, 440 from junior high school pupils, and 211 from elementary school pupils. Thirty-nine different causes of failure were listed with the following five cited most frequently by the pupils: (1) lack of study by 445; (2) lack of attention by 411; (3) dislike of school work or subject by 217; (4) poor study habits by 207; and (5) assignment not clear by 194. The lack of study was listed by 106 senior high school pupils as the first cause, lack of attention and dislike of school work or subject, second and third, with fifty pupils checking each. Of the junior high school pupils, 332 attributed their failure to the lack of attention first, 248 checked the lack of study second, and 165 listed poor study habits third. Ninety-one elementary school

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1. F. C. Borgeson, "Causes of Failure and Poor School Work Given by Pupils." Educational Administration and Supervision, Vol. 36 (Oct., 1930), pp. 342-8.

pupils ranked lack of study as the first cause of failure, sixty-five considered the assignment not clear as the second cause, whereas forty-five classed disturbances as the third cause. Borgeson concluded that too long and difficult lessons were responsible for much of the trouble and suggested a need for increased individualization of instructional procedures.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Summary

1. A majority of the student councils were organized between the years of 1920-1929.

2. The typical form of representation is by grades, with one student from both the seventh and eighth, one or two from both the ninth and tenth, two from the eleventh, and three or four from the twelfth.

3. Class election is the method used by the largest number of schools for selecting council members.

4. Approval of the students is the chief qualification for membership on the council. Only one school did not have any qualifications.

5. Seventy per cent of the schools select their council members for a period of one year subject to reelection.

6. Ninety per cent of the schools do not require students to pay dues in order to vote for their council members and to be members of the council.

7. In ninety-four per cent of the councils, actions passed by them are subject to veto of the principal.

8. The votes of all representatives have equal weight in all but one school.

9. President, vice-president, and secretary are the officers in the largest number of schools.

10. General popular student body vote and election within the council are the commonest forms of electing officers of the council.

11. The five activities sponsored by the council in the greatest number of schools are concerned with disciplinary matters, care of school and personal property, assembly programs, entertainments, and welfare drives.

Conclusions

The council provides a means for the pupils to participate in school affairs which affect them. Pupils are given opportunity to organize and administer such affairs, but their actions are subject to veto. The councils are small and not very highly organized, functioning often only in an advisory capacity. The organization and activities of the council in a particular school depend upon the students' ability to direct their activities and the extent to which the faculty is aware of the value of the council. Although the faculty and administration generally sense a real value in the council, the councils do not seem to play the part they should in the school program.

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a. This list of entries indicates the form for various types of bibliographical materials.

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ABSTRACT OF THESIS

Submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the School of Education of New York University, 1931

THE LEGAL STATUS OF THE COUNTY SUPERINTENDENT

by _____

The Problem and Its Importance

The main purpose of this study was to determine the legal status of the county superintendent in the several states of the United States. This involved four minor problems: (1) to show the early development of the office of county superintendency; (2) to determine and show trends in the legal prescriptions relative to the county superintendency in the several states over a period of years; (3) to set up bases for the evaluation of the present legal status of the county superintendent; and (4) to evaluate the present legal status of the county superintendent in the several states according to the bases set up and to draw conclusions therefrom.

A survey of educational literature dealing with rural schools and the county superintendent reveals much criticism of the office of county superintendency and its personnel. Since the office of county superintendency is a creation of law, the criticisms are in reality criticisms of the laws relative to the county superintendent and the office of county superintendency.

Historical Background of the Problem

Some studies dealing with the legal status of school officials have been made. None of them, however, considered the legal status of the county superintendent as the primary study, but some dealt incidentally with the county superintendent.

Hauser made a study of the legal status of the county board of education in which he showed what the relationship of the county superintendent to the county board of

education should be. Blanton investigated the county as a factor in the development of local school control in which a few of the legal prescriptions relative to the county superintendents were considered. Cubberley shows when the office of county superintendency was established in a number of states and also presents what he considers to be the early duties of this official. Some state school surveys present the legal prescriptions relative to the county superintendent in existence at the time the surveys were made.

Procedure in the Solution of the Problem

The data used in this study were derived from (1) school codes, general statute laws, and session laws of all states which had county superintendents in 1880, 1905 and 1930, and session laws of the states when the office was first created; (2) court decisions; (3) state school surveys; and (4) educational writings.

The first phase traced the early development of the office. This information was determined, primarily, from analysis of various laws which were initiated. States which are fairly representative were used to show certain legal prescriptions.

The second phase indicated the trends in the legal prescriptions during the three periods, 1880, 1905 and 1930. This was strictly legal research and included cross-sections of the laws of all states which had county superintendents during the three periods.

The third phase was one of determining bases of evaluation of the present legal status of the county superintendent in the several states. The bases used consisted of recommendations made in educational surveys and opinions of educational experts as set forth in educational writings wherein the status of the county superintendent was considered.

The fourth phase was an evaluation of the present legal status of the county superintendent in the several states according to the bases set up.

Summary

1. The office of county superintendency is a creation of law. It was first established in Delaware in 1829. In some states it evolved out of some other office which preceded it.

2. All states, with the exception of Connecticut, Massachusetts, and Rhode Island, have had county superintendents or like county school officials at some period after having been admitted to the Union. Some states have had county superintendents at one or more of the three periods studied, but not during the other period or periods. There has been an increase in the number and per cent of states with county superintendents.

3. The county superintendent was provided for in the beginning as an intermediary between state and local school officials, to collect information, and to look after the school lands.

4. Certain powers concerning the administration of the schools of the county have been divided between the county superintendent, the county boards of education, and the county boards of supervisors or commissioners (or other like county bodies). During the three periods studied, there has been an increase in the number of states which have granted these officials certain respective powers.

5. During all three periods certain powers have been vested in the county superintendents and certain duties have also been required of them. In the exercise of these powers and duties the county superintendents have acted upon their own responsibility and prerogatives. The powers and duties have increased and also the number of states granting them has increased during the three periods studied.

6. Although there has been an increase in the powers granted the county superintendent of his own right, there has also been an increase in the powers conferred upon the county boards of education in the exercise of which the county superintendents act as advisers to, or executives of, these boards.

7. Also, there has been an increasing tendency to grant the county boards of supervisors or commissioners (or other like county bodies) certain powers in matters of administra-

tion of schools of the county in the exercise of which the laws express or imply that the county superintendent act as adviser to these boards.

8. There has been an increasing tendency to allow the county superintendent assistance and expenses for the performance of duties and to provide him with necessary facilities.

9. There is an increasing tendency to require higher qualifications for the office.

10. The predominant method of selection of county superintendents has been popular vote. A number of methods of selecting the county superintendents have been used by different states at different periods.

11. The salaries of the county superintendent when fixed by law have increased. Certain bases for the determination of the salaries have been used by different states at different periods.

12. There has been an increasing tendency to require the county superintendents to devote all of their time to the duties of the office.

Conclusions

1. When the several states are considered together, the county superintendents of their own right, or as advisers to, or executives of, the county boards of education, have relatively large powers, and also a relatively large number of duties are required of them in matters of administration and supervision of the schools of the county. When each state is taken separately, however, there are a number which grant the county superintendents comparatively few powers.

2. There is a division of powers concerning the administration of county schools between the county superintendents, the county boards of education, and the county boards of supervisors or commissioners. The general trend, however, seems to be to vest the powers in the county board of education and to have the county superintendent act as adviser to, or executive of, the board.

3. The trends are to require high qualifications for the office, to pay the county superintendents higher salaries, to allow them assistance, and to require them to devote all of their time to the duties of the office and provide for them facilities and necessary expenses for carrying out the duties of the office.

4. Although popular election has been the predominant method of selecting the county superintendent, the trend seems to be for the county boards of education to appoint the county superintendents.

5. Comparatively few states conform to the several bases of evaluation set up, except in certain phases. The reason for this is that the bases are general and apply to all states without consideration being given to the needs and conditions of individual states.

6. The trends seem to be to take teacher certification out of the county superintendents' hands and to place it in those of state school officials, and to have the county superintendents act as agents of the state.

7. Powers of administration of the county schools seem to be centralizing in the county boards of education. In the exercise of such powers the county superintendents act as advisers to, or executives of, these boards.

8. The laws of some states in some phases are somewhat indefinite; therefore, the legislature should make a more explicit statement and definition of the powers and duties of the several officials and their relationships.

9. Since the needs and conditions of the several states and of the counties within the states vary, it is to be expected that the laws of the several states concerning the legal status of the county superintendent are and must remain different.

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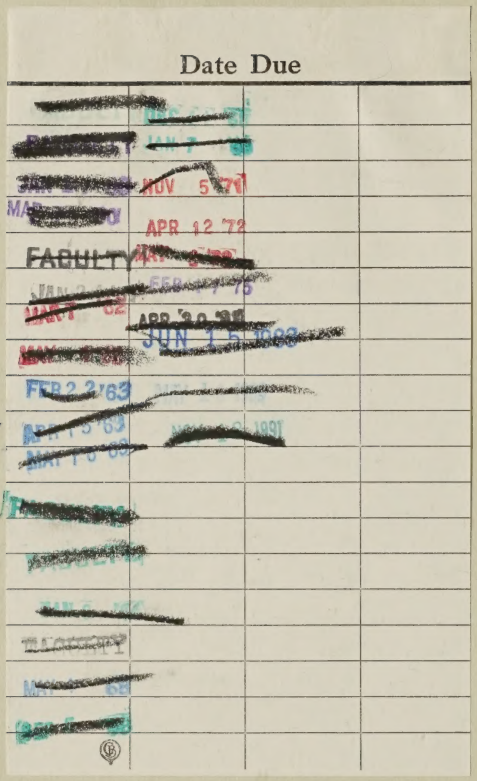
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